DOCUMENT RESUME

ED 110 459 SP 009 454

AUTHOR Goddu, Roland
TITLE Evaluation in a Management by Objectives System.
INSTITUTION New England Program in Teacher Education, Durham, N.H.
PUB DATE 15 Apr 75
NOTE 14p.; For related document, see SP 009 457

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Educational Accountability; *Evaluation; Evaluation Needs; *Management by Objectives; *Management Systems; Objectives; Performance; *Program Evaluation; Summative Evaluation

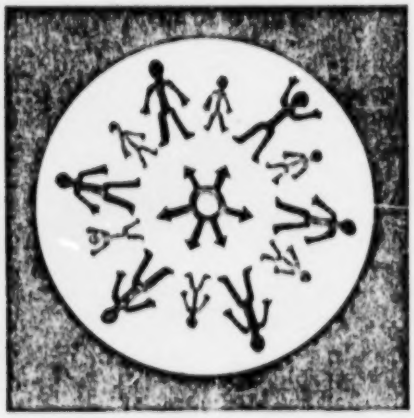
ABSTRACT

Management and supervision in a management by objectives system do not focus on the quality or efficiency of a list of activities. Rather, the manager and supervisor validate progress in reaching agreed outcomes. The implementation of a management and supervision by results approach requires (a) agreement on a statement of mission; (b) agreement on lists of resources, rules-regulations-norms, organization patterns, and operatives; (c) agreement on programs; (d) development of a summary chart of actual status of the organization; (e) development of expectations and standards for the project; (f) negotiation between the project director and his/her superior and the Office of Education for resources, rules, norms, regulation changes, organization pattern, operatives and assignments, programs, and other approvals needed to implement agreed-upon programs and objectives; and (g) reports by project director on the results of the activities of team leaders, support personnel, and other operatives. This process can be implemented in many management or supervision styles, but it requires that outcomes be examined and not individual activities. (Several charts and forms are included.) (RC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality or the original document. Reproductions *
* [illegible] *
****

ED110459

EVALUATION IN A MANAGEMENT BY OBJECTIVES SYSTEM



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by:

Roland Goddu, Director
New England Program in Teacher Education

Pettee Brook Offices
Durham, New Hampshire

April 15, 1975

SP009 454

EVALUATION IN A MANAGEMENT BY OBJECTIVES SYSTEM

1. Few project directors have had a clear vision (charge) from their superiors, from the organization (school), or from their peers. Therefore, it is only reasonable that most of us manage by instinct for survival and growth rather than in any organized manner. This generalized assumption is supported extensively by a review of the directives and alternatives suggested by friend and foe alike. Everyone has recipes based on experience, expectation or emotion.

2. Few project directors have a clear notion of the outcomes for the persons they are expected to direct: team leaders, coordinators, instructors, teachers, assistants, support personnel, janitors, secretaries. Therefore, it is only reasonable that most of us manage by the laws, rules, norms that have been codified to control the activity of each person in the organization (school or college). Collective bargaining has reinforced the application of rules and regulations as normative.

3. The project director, because of his role, has most visible the activities of the organization. Thus he/she focuses on these - measuring them, analyzing them, controlling them, increasing the pressure for efficiency of activity.

4. On the other hand, some practice indicates that more impact can occur if the project director does not standardize activity but sets productivity standards for individuals or groups to attain - e.g., a team teaching arrangement, programmed instruction materials, a listing of community resources, etc.

5. We propose that project directors take a special vision of their jobs. Project directors are in an organization. In the organization they are <u>middle managers</u>. As middle managers they have a rather uncomplicated set of objectives:

   (1) assuring a supportive climate;
   (2) assuring the maintenance of a quality standard of teaching and learning;
   (3) installing those procedures and innovations which will simplify and clarify the operations of the organization;
   (4) encouraging growth and productivity in their unit.

6. Project directors have definite organizations to negotiate these outcomes with. While the chief operatives in the school are teachers, there are other energies which must be tapped to support the activity that can assure higher quality outcomes.

<u>Resources</u>:

1. dollars budgeted for school operations
2. physical plants
3. support personnel
4. interns
5. team leaders
6. cooperating teachers
7. teachers
8. principals
9. parents
10. community
11. students
12. school administrators
13. instructors
14. college administrators

7. It is these resources that the project director must connect to outcomes so that through some activities value can be added to the resources.[1] The project director manages the complete set: Resource, Activity, Outcomes, under sets of laws, regulations, directives, lay-ons, etc.
   (Insert charts here)

8. The project director makes visible expectations and objectives and allows the freedom of activity within a set of norms, rules, regulations, organization patterns. It is possible to negotiate what will result from the activities and the allocation of resources. It is possible to negotiate an agreement about activities which will try to capture additional resources, to increase productivity - e.g., (a) the number of children taught at a given cost (differentiated staffing), (b) the access to specific instructional material by individual learners (individualized (programmed) instruction), (c) the form of instructional (peer) support (team teaching), (d) the ambiance for "work" (open space).

9. You will note that it is in this negotiation for additional and different resources that most education innovations have quite appropriately been developed. The effective implementation and adoption of innovations has in part come from the insistence on the part of the innovator that the innovation itself be seen as an outcome. The innovation is simply activity of a different type and quality. The expectation remains valued added to the outcomes: teachers with _____, students with_____, support personnel with _____, project directors with _____, the school with_____, the school system with _____, the society with _____, the community with _____.

10. While it is quite simple to see all of this in terms of quantity: e.g., teachers with 5 additional validated teaching units or children with 12 months of additional reading skill acquisition, it is crucial for the project director to establish some quality expectations also, e.g., teachers with 20% more "open" contacts with parents and with other teachers, children with the ability to make 10% more independent, responsible decisions. Since we have never specified these quality outcomes (some of which are affective), it is at this point that many applications of a system break down. "Since it hasn't been done where will the support come from to prove (defend) assure folks that this is the right idea," most say.

11. The only way to install a results-oriented management procedure is to do it. Year one will only establish a base line for the future. As in any innovation, it will take at least five years to get from beginning to end. Year one will provide an experience (1) with stating the outcomes, (2) in inventing a simple, direct, monitoring system, (3) in establishing some standards for procedure and for expectations.

---

[1] It is important to note that the measure of accomplishment is a change in the value of the outcome factors, not of the activities.

12. Management and supervision monitoring activity does not focus on the quality or efficiency of a list of activities. Rather, the manager and supervisor validate progress in reaching agreed to outcomes. The project director will not check out if a procedure is being implemented in some standard fashion, but rather whether the "outcomes factors": teacher, student, etc., are being affected in the agreed to direction in practice.

13. The implementation of a management and supervision by results approach requires:

    a. Agreement on a Statement of Mission (where will you be at some future point if everything goes well.)

       - Some find a five-year target a reasonable future point;

       - This statement should not exceed one page or include the conditions that the reaching of the mission assumes and requires, and from whom commitment is required/expected.

    b. Agreement on a List of Resources, List of Rules-Regulations-Norms, List of Organization Patterns, List of Operatives (what are the pieces of your environment?)

       - Some find organizational handbooks useful, others find pictures (flow charts) useful, some find organization charts helpful.

       - Each statement should not exceed one page for each listing.

    c. Agreement on the Programs operated by the Project.

       - It is usually helpful to categorize objectives as:

         - Normal operations
         - Problem Solving
         - Innovations or New Ideas

       An established operation will have 80% in Normal, 15% in Problem Solving, and 5% in Innovation. The more problem solving or innovation objectives there are, the more one can expect not to have outcomes match objectives.

       - This list should not exceed one page. The component parts of each program should be listed. Be sure to list the activities that distinguish this project from all others.

    d. Development of a summary chart of actual status of the organization. (cf. Chart IV)

    e. All the preceding provides the frame of reference for developing the Expectations and Standards for the Project. (cf. Chart I)

       At this point the project director and the project personnel describe what will be the quality and quantity value added to all the outcomes for the coming year. The individual operatives (people who take the resources to get the outcomes out) develop their individual expectations and standards statement. Some use the following format.

MISSION -	Agreed by _____ _____ Date _____
Objective: Audience: to be reached Behavior: to be reached Conditions: that will exist when reached Degree: minimal, normal, maximal expectation Evaluation: procedure to document that reached	
Activities: and time frame (dates of reports and monitoring activity) List steps operatives will use	
Cost: if funds other than operatives salary needed normal budget needed	

One can negotiate with all personnel differently. The following format has been helpful to some.

RG 4/15/75

PERSONNEL OUTCOMES FORM

NAME: _____

Program: _____

_____

Outcomes: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Responsibilities:

(1) Teaching (or Supervision, Secretarial, Maintenance, Assistance)
quantity

quality

(2) Organization support (committee/planning work)
quantity

quality

(3) Student support (advising)
quantity

quality

(4) Service (to school, system, community)

(5) Professional Advancement (research, professional conferences, workshops)

(6) Personnel Development

(7) Reporting Procedure

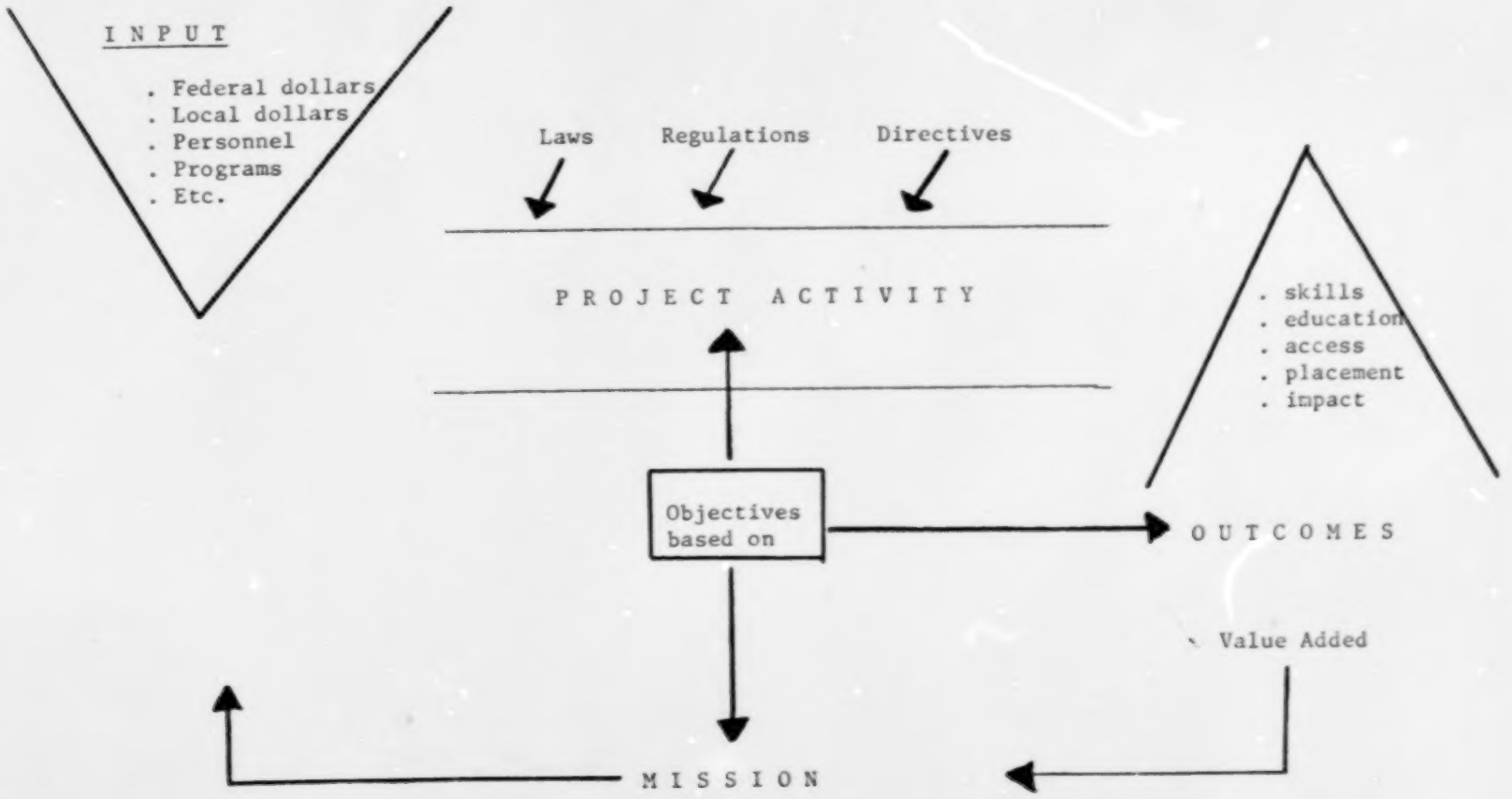
f. The project director negotiates with superior and OE for resources, rules, norms, regulations changes, organization pattern, operatives and assignments, programs and other approvals needed to implement agreed upon programs and objectives.

g. The project director reports results of activities of team leaders, support personnel and other operatives.

14. The Process described above can be implemented in many management or supervision styles. It does require, though, that what is looked at is not the individual activities, but the outcomes. Evaluation then is not in terms of the ideal or theoretical character of an activity but in terms of what children learn, teachers accrue, the school gains, interns learn, the team leader activates, the community develops, the college adapts.

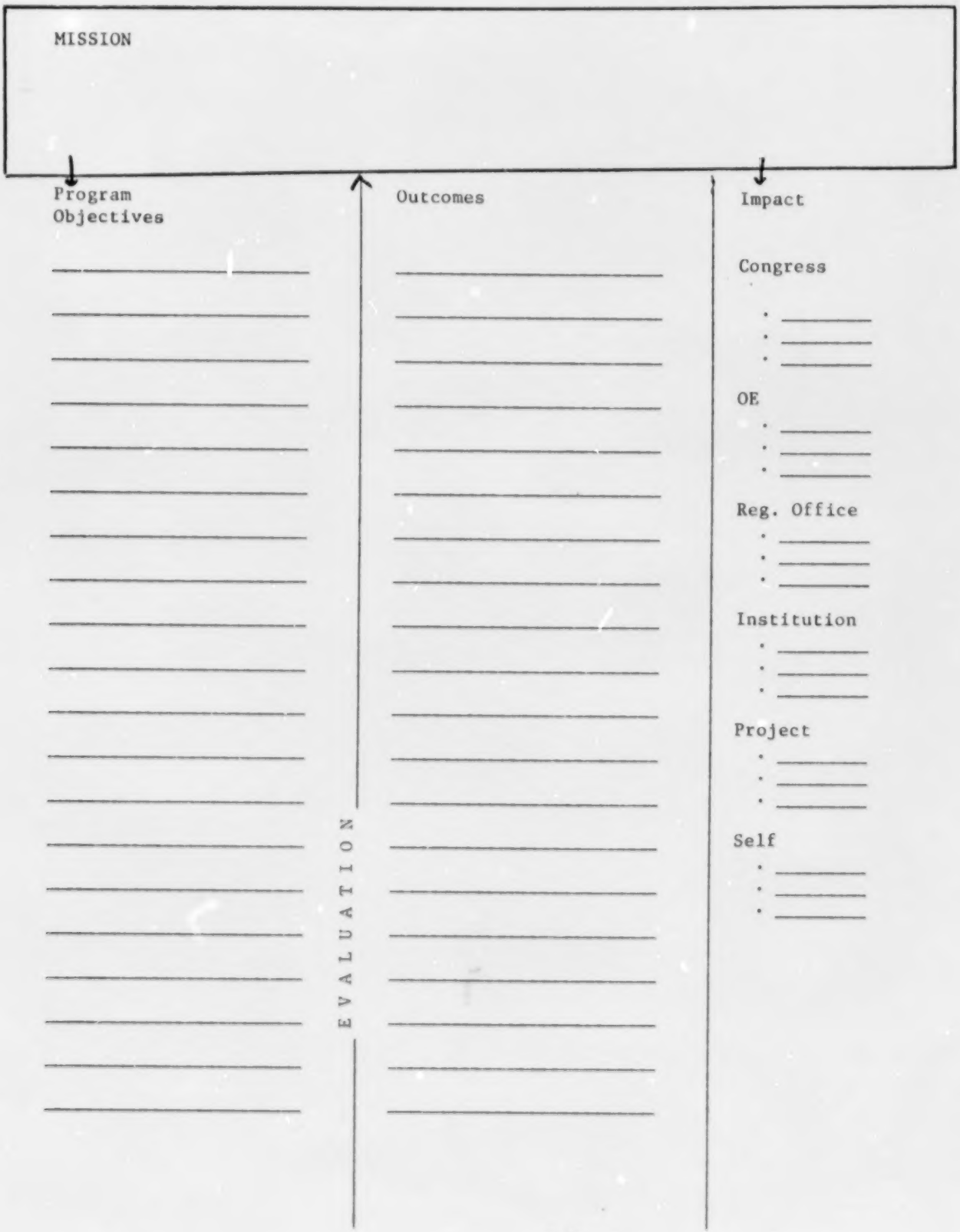
Level I

BASIC MBO SYSTEM



A Performance Management System

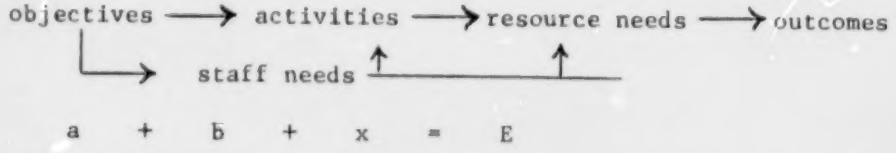
Level II



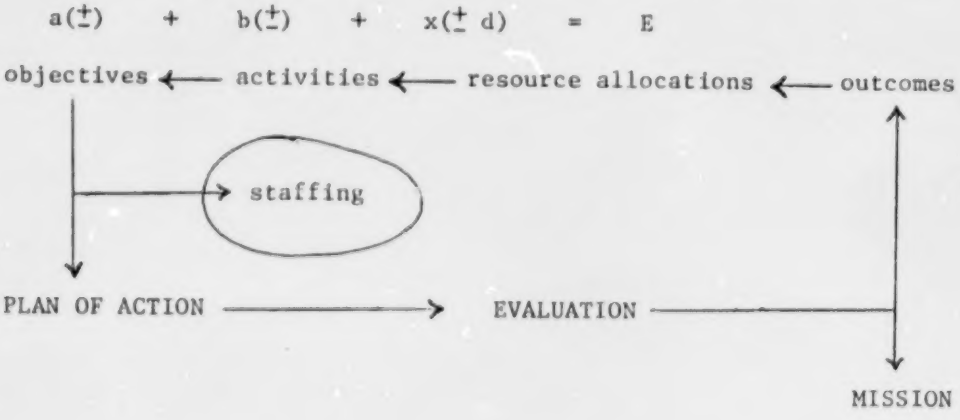
Stages to Clarity in Project Management

Level III

A. DEVELOPMENT



B. OPERATIONS



Level IV

SUMMARY CHART

RG 4/15/75

MISSION

1

2

3

4

5

TARGETS FOR CHANGE

Persons

Systems

PROGRAMS	OBJECTIVES	RESOURCE ALLOCATION			ACTIVITIES	OUTCOMES
		$	Staff	Time		
SPECIAL PROJECTS						

The Components of the System to be Managed

Level V

IDEAS — MISSION — PERSONS TO BE SERVED

PROGRAMS

OBJECTIVES

ACTIVITIES	TIME →	OUTCOMES
	↑ RESOURCE ALLOCATION	

ORGANIZATION PATTERN

BUDGET	STAFFING	EVALUATION
dollar control & reporting		program control & reporting

Reporting

1. negotiate

   - content
   - form
   - length
   - requests to be made
     - program change approval
     - fiscal change approval
     - skill training needed in
       - outcome specification
       - resource allocation
       - personnel development & control
       - recording and reporting
       - budget control

2. discrepancies (exception report)

objectives	external
outcomes	external
activities	internal
resource allocation	internal
personnel	internal
dollars	internal/external

3. Sources

   - who is involved with what
   - who can report on what